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ABSTRACT

This brief, divided into seven sections, focuses on community college staff development. The introductory section discusses the necessity of staff development and its purposes, the forms its activities take, and the components of effective programming. As indicated in the literature, effective programs should be holistic, reflect the goals of the faculty involved, and consist of three facets: (1) instructional development which involves problem-solving, evaluation, diagnosis, microteaching, methodology/technology, and instructional design; (2) organizational development, including departmental decision-making and conflict management, and team and management building; and (3) personal development through life planning workshops, interpersonal skills training, personal growth workshops, and supportive and therapeutic counseling. The remainder of the brief presents an annotated bibliography on staff development of published and unpublished materials from the ERIC files divided into six sections: comprehensive sources; examples from the colleges; particular staff needs; strategies for promoting staff development; rural and small colleges; and regional, state, and national cooperative and consortium arrangements. (TR)

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# ABOUT STAFF DEVELOPMENT

A Brief highlighting important literature since 1970 on community college staff development.

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August 1978

This Brief focuses on community college staff development. It consists of six sections: Comprehensive Sources; Examples from the Colleges; Particular Staff Needs; Strategies for Promoting Staff Development; the Rural and Small College; and Regional, State, and National Cooperative and Consortium Arrangements. This literature review is based on references to both published and unpublished materials from the files of the ERIC system.

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## Introduction

The current surge of interest in staff development activities reflects awareness of the unique role of the community college. Concern also results from stabilizing enrollments and decreased faculty mobility as well as technological and disciplinary changes.

There are many types of staff development programs. They differ in regard to patterns of administrative organization, scope, variety and extent of supporting resources (both funding and personnel), source and degree of interest in programming, and outcomes.

While most program descriptions emanating from the colleges recognize development needs of all staff members, the literature appears heavily weighted toward faculty. Furthermore, faculty development is often equated with instructional improvement rather than comprehensive approach favored by staff development idealists.

## Why is staff development needed?

Among reasons given regarding need are the following: Staff is the single greatest resource of the community college and its most significant investment. Preservice education programs for staff are inappropriate or non-existent. Faculty are examining their own professional attitudes toward instruction and their relationship with their students.

## What are the purposes of staff development?

According to the literature the purposes of staff development (not necessarily in order of importance) are to: improve the quality of educational services provided to students; give staff opportunities to change and develop as the community college mission and purpose change; promote understanding of characteristics, both cognitive and affective, of the "new" non-traditional (special, atypical) student and facilitate interaction of the new staff with new students; foster professional variety and personal growth; provide discussion and eventual solution of indigenous problems; present new ideas and methods of teaching; orient new teachers and reorient experienced teachers to new philosophies; and improve competence of all college personnel.

## What forms do staff development activities take?

In addition to short term events (such as workshops, conferences, mini-courses and the like) and traditional provisions for sabbatical or professional leave (for purposes of travel, further formal education, and so on), the literature suggests less common approaches. They include educational project/instructional development grants, professional development laboratories and offices, action research, instructional clinics, industrial training subsidies, trustee retreats, institutional visitations and faculty exchange programs, use of facilitators within instructional divisions, and development of professional libraries.

What constitutes effective staff development programming?

Some components suggested by the literature are these:

- Effective programs must be holistic. Program goals should reflect goals of the faculty involved.

- Staff development programs should consist of three facets: 1) Instructional development, which involves instructional problem-solving, instructional evaluation, diagnosis, microteaching, methodology/technology, instructional design; 2) Organizational development, including departmental decision-making and conflict management, team building, and management building; and 3) Personal development through life planning workshops, interpersonal skills training, personal growth workshops, and supportive and therapeutic counseling.

- Effective programs require environments receptive to change; programming that is institutionally integrated and action oriented; program execution that is comprehensive, dynamic, cost-effective, and which can be evaluated; and activity that is pragmatic and action-oriented.

Periodic evaluation of all staff development program elements should be an integral component of each development plan.

COMPREHENSIVE SOURCES: AN OVERVIEW OF STAFF DEVELOPMENT

Claxton, Charles S. Comprehensive Staff Development in the Community College: Implications for the Office of Institutional Research and Planning. Paper presented at the Annual Meeting of the American Educational Research Association, New York, April 5, 1977. 19pp. (ED 136 857)*

This paper describes an emerging model for a comprehensive staff and organizational development program as a continuous and integral activity of the college, and discusses the role of the office of institutional research in such programs. A comprehensive program includes instructional development (instructional evaluation, diagnosis, microteaching, methodology/technology, curriculum development), organizational development (departmental decision-making and conflict management, team building, management building), and personal development (life planning workshops, interpersonal skills training, personal growth workshops, supportive and therapeutic counseling) for all college staff. The institutional research office may be integrated into the total process by serving as a key resource for assessing staff development needs, establishing program goals, and evaluating goal attainment. Data gathered and analyzed by the office of institutional research can be channeled into program planning and modification through continuing feedback. If staff development is to become a vital instrument in human resource development and utilization, planning for such programs must be an integral part of overall institutional planning.

Hammons, James O. (Ed.) Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974. Conference sponsored jointly by the Center for the Study of Higher Education and the College of Education. University Park: Pennsylvania State University, Center for the Study of Higher Education, June 1975. 179pp. (ED 111 462)*

The papers and other materials contained in this monograph resulted from the events of the "Planning for Community College Staff Development" conference. Keynote addresses include: (1) a survey of the literature which reflects the present state of the art and points out areas in need of research; (2) critical questions and issues faced by any college attempting to design a staff development program; (3) description of successful staff development programs in large, medium, and small institutions; Discussions of (4) evaluation methods, and (5) the use of consultants; (6) recommendations. One major aspect of the conference was a simulation exercise on staff development designed to provide an experience which would enable the participants to synthesize all they had been hearing from keynote speakers. Participants were divided into groups, and group reports were prepared and presented. Criteria used in judging programs were based on the assumption that

staff development programs should be: developmental, democratic, inclusive, supportive, self-evaluative, self-prescriptive, and wide spectrum. Appended are an annotated bibliography, sample community college staff development programs, a conference registration list, and results of an evaluation questionnaire which was administered to participants.

Hammons, Jim; Wallace, Terry H. Smith; and Watts, Gordon. Staff Development in the Community College: A Handbook. Topical Paper No. 66. Los Angeles: ERIC Clearinghouse for Junior Colleges, June 1978. 95pp. (ED number yet to be assigned)*

Because the concept of staff development has generated considerable interest in community colleges nationwide, and many educators are engaged in its implementation, this handbook was prepared as a comprehensive survey of essential topics in planning, implementing, and evaluating staff development programs. The handbook, focusing on in-service education, is divided into six chapters and four appendices. Chapter 1 deals with definitions, purposes, and rationale of staff development; Chapter 2 reviews some of the more persistent questions raised about planning and implementing a program for full-time staff; and Chapter 3 describes various means to determine staff needs. In Chapter 4, the unique needs of part-time faculty are delineated, while Chapter 5 discusses program evaluation. Chapter 6 represents views on key elements essential to effective programs. Appendix A includes a useful format for a staff development questionnaire; Appendices B and C illustrate different needs survey instruments and interview questions; and Appendix D lists possible topics to be included in a needs assessment query. A practitioner's bibliography and a list of references follow the appendices.

New Emphasis: Making Staff Development Happen. Proceedings of (the) 1st Annual Staff Development Workshop, Asheville, North Carolina, April 24-25, 1975. Western North Carolina Consortium, [1975]. 128pp. (ED 130 688)*

This document compiles the addresses presented at the 1st Annual Staff Development Workshop sponsored by the Western North Carolina Consortium. Presentations include: (1) "Staff Development--Why?" by Louis W. Bender; (2) "Staff Development--The State of the Art" by W. Robert Sullins; (3) "State Resources" by Hazel Small; (4) "University Resources" by Lawrence Arney; (5) "Cooperative Staff Development Possibilities--Western North Carolina Consortium with Appalachian State University" by Leland Cooper; and (6) "Federal Resources" by Louis Bender. Also included in the document are summaries, and in some cases transcripts, of four workshop discussion sessions. Appended are several papers not presented at the workshop but expected to be of interest to the participants: "Planning: Following the Golden Decade of the Sixties" and "Cooperative Planning for Optimum Institutional Planning" by Louis Bender; "Staff Development--Institutional Need--Fact or Myth" by

W. Robert Sullins; "Staff Development for the Rural Community College" by William R. Richardson; and "The Business-Industry Survey: Its Use on Institutional Planning" by Gary Melville and Elmo Roesler. The appended papers make up one-half of the document.

O'Banion, Terry (Ed.) Developing Staff Potential. New Directions for Community Colleges. Number 19. San Francisco: Jossey-Bass, Autumn 1977. 124pp. (ED 144 627)* (Also available from Jossey-Bass Publishers, 433 California Street, San Francisco, Ca. 94104 for $5.00.)

The staff of a college is its single greatest resource, and its most significant capital investment. It is the collective manager of the college mission and purpose. As the purpose changes, so must the staff have opportunities to change and develop. This sourcebook presents selected approaches to staff development in community colleges. It includes a development program for administrators; perspectives on staff development in Florida and Illinois; unique problems of Canadian colleges; a model for use with part-time instructors; efforts to create a caring staff community; a model from Quebec; perspectives on staff development by academic discipline organizations; workshop processes for instructional development; methods of evaluating staff development programs; and a pertinent literature review and bibliography. Contributors include: Terry O'Banion, editor, A. Robert DeHart, Charles R. Novak, Barbara K. Barnes, Gordon Campbell, Jackie Moe, David W. Cox, Marcel Riendeau, James A. Glynn, Gregory L. Goodwin, Rita B. Johnson, Stuart R. Johnson, Albert B. Smith, Andrew Alvarado, and Elizabeth Rinnander.

Wallace, Terry. The Literature of Staff Development: Emphases and Shortcomings and Community College Staff Development: An Annotated Bibliography. Paper presented at conference on "Planning for Community College Staff Development." University Park: Pennsylvania State University, July 1974. 32pp. (ED 094 822)*

The key objectives of this report and bibliography are: (1) to describe the major emphases of literature related to research in the areas of inservice training in 2-year institutions, noting substantive studies, and (2) to delineate significant gaps in the present literature. Three fundamental inservice training questions are discussed: What is needed? How do we meet the need?; and What are the overriding problems in instituting inservice education? Gaps in the current literature on inservice education are related to the need to give more attention to: the role of the graduate school in and the effects of retrenchment and collective bargaining on staff development; data on inservice needs; descriptions of models for staff development and of inservice models meeting the special problems and potential of adjunct faculty and classified staff; problems posed by weak or nonexistent commitment to staff development by community college trustees or into methods to elicit and strengthen

trustee support; seeking low-cost high-return programs; the value of community advisory boards in planning inservice programs and models for successful participation of such boards; and the influence and emphasis of accrediting agencies on staff development and inservice education as one indicator of institutional vitality. The annotated bibliography offers a review of the substantive literature pertinent to community college staff development.

Yarrington, Roger (Ed.) New Staff for New Students: Educational Opportunity for All. Report of the 1973 Assembly of the American Association of Community and Junior Colleges. Washington, D.C.: American Association of Community and Junior Colleges, 1974. 158pp. (ED 089 803)*

The major portion of this book consists of the background study papers for the 1973 meeting of the AACJC. These chapters are: (1) "A Futuristic Look at Training" by William A. McClelland and David S. Bushnell; (2) "Staff Development: A Priority on Persons" by Terry O'Banion; (3) "Governmental Actions Affecting Staff Development" by Louis W. Bender; (4) "College Environment as a Determinant in Staff Development" by Charles C. Collins; (5) "Differentiated Staffing Patterns and Potentials" by Ervin L. Harlacher and Eleanor Roberts; (6) "Work Experience as a Means of Preparation and Renewal" by Arden L. Pratt; (7) "Staff Development: A New Promise to the New Student?" by Connie Sutton; (8) "Staffing to Meet the Needs of Spanish-Speaking Students" by Alfredo G. de los Santos, Jr.; (9) "Native American Staff: A Prerequisite to Successful Indian Education" by P. E. Azure; (10) "Developing Special Teaching Degrees" by Arthur M. Eastman; and (11) "A Role for the Discipline Organizations" by Michael F. Shugrue. The 1973 Assembly Report comprises the final chapter. Names of Steering Committee members and assembly participants are appended.

## EXAMPLES FROM THE COLLEGES

Bolden, Otis L. (Comp.) Professional, Personal, and Staff Development Report of St. Louis Community College at Forest Park, August 1976. Forest Park, Mo.: Saint Louis Community College at Forest Park, August 1976. 39pp. (ED 129 349)*

In October and November of 1975, the Office of Research at St. Louis Community College at Forest Park attempted to systematically determine what areas of staff development were desired and/or needed by the college staff. Questionnaires were sent to 350 staff members and 81 were returned for a 23% response rate. Questions asked of the respondents sought to elicit information regarding their needs, preferences for further formal education, types of workshops and institutes, and their preference relative to manner of participation (individually, in groups) in staff

staff development activities. Results of the survey indicated that, overall, the respondents felt clarification of the college's philosophy and understanding of instructional innovation methods to be important needs. In terms of further education, the staff indicated a desire for opportunities to pursue advanced degrees and to obtain college credit. Workshops and institutes were preferred for summer scheduling and respondents generally indicated a preference to participate in staff development activities in small groups. The survey information is analyzed according to discipline/functional area. A listing of staff development activities carried out during 1975-76 is appended.

Collins, Charles C., and Case, Chester H. The On-Site, Programmatic Approach to Staff Development. Paper presented at the Conference on Graduate Education and the Community College, Warrenton, Virginia, November 11-12, 1974. 19pp. (ED 101 780)*

At present, community college in-service professional development programs are not top quality. Little, if any, budgetary support is allocated for them, and responsibility for planning and carrying them out is allocated to no one in particular. The few on-site in-service professional development programs now in operation exhibit common elements and usually employ one of five organizational options. Under a three-year grant from the W. K. Kellogg Foundation, Los Medanos College has developed a model for the induction and professional development of community college staff members. It is designed to serve five clienteles: new and inexperienced faculty, experienced faculty, classified staff, adjunct faculty, and administrators. The Professioanl Development Facilitator (PDF) is the most active agent in planning, implementing, and evaluating staff development activities. The PDF holds a staff, not line, position and reports directly to the President while serving in a resource relationship to the entire college staff. Graduate schools must develop better pre-service programs, programs for experienced community college faculty and administrators, and special programs for the preparation of future facilitators of staff development for the college campuses.

Cooper, John D. Professional Development Plan, Lansing Community College, 1976-1977. Lansing, Mich.: Lansing Community College, September 1976. 47pp. (ED 140 928)*

In order to develop a comprehensive professional development plan, college employees were asked in 1976 to complete a needs assessment questionnaire, which served as the basis for discussion among divisional officers and a development coordinator. Development goals and objectives were compiled, followed by identification of potential programs. These were then written by the coordinator for the institutional level, and by officers for each division. This document is the emergent plan for professional development and details the processes of needs assessment,

rationale for professioanl development, identification of potential programs, and explicit proposals for their implementation and evaluation. Institutional activities are described for faculty, staff, and administration. Program designs are included for Learning Resources, Arts and Sciences, Applied Arts and Science, Business, and Student Personnel Services. The two-year process was part of an Advanced Institutional Development Grant. Needs assessment questionnaires are appended.

Doty, Charles R., and Gepner, Ronald (Eds.) Post-Secondary Personnel Development. Volume 2. Trenton, N.J.: Mercer County Community College, June 1976. 338pp. (ED 131 892)*

Exemplary personnel development programs for staff of community/junior and technical colleges are identified. Descriptions of programs at 25 colleges in 18 states include the following elements: (1) objectives of the program; (2) organization of the program; (3) cost of the program; (4) motivation of staff; (5) pedagogical skills emphasized; (6) technical content emphasized; (7) constraints on the program; (8) the evaluation process; and (9) program changes needed. Although the selection of programs emphasizes improvement of instruction, development plans described are not necessarily limited to faculty or vocational-technical education.

Papers presented at the conference are compiled in Volume 1, ED 131 891*, 496pp.

Goldstein, Harris K., and Wood, Cherrie Lou. Prototype Institute for Training Teachers of Low Income and Minority Students: A Delgado Research Study. New Orleans: Delgado College, 1971. 99pp. (ED 111 476)*

In 1970-71, Delgado Junior College (DJC) held a nine month institute designed to: (1) increase participant understanding of the problems specific to low-income and minority students, including physical and psychological problems and cultural background; (2) improve the methods used to teach these students; and (3) develop innovative and special programs for them. Twenty faculty members, five low-income and minority students, and five representatives of local low-income and minority communities participated in the 18 sessions (two per month) of this institute. The first half of each session was devoted to a presentation by a guest lecturer; the second half involved participants in discussions of how the content of the presentation could be applied to DJC. This report of the institute is intended to assist other community and junior colleges in planning and carrying out similar institutes. It details the participant selection and institute planning processes and the physical setting, as well as the outline for each session. A summary of the findings on problems and background, alternative teaching methods, and special programs are presented, as are summaries of each presentation and discussion section. A bibliography on low-income and minority students and the institute evaluation forms are appended.

McCarter, W. Ronald, and Grigsby, Charles E. Staff Development: A Community College Plan. Whiteville, N.C.: Southeastern Community College, [1976]. 42pp. (ED 129 359--Available in microfiche only)*

This document describes the rationale, development, and implementation of a coordinated college-wide staff development plan at Southeastern Community College. The plan, devised as a result of faculty and staff input, provides for the professional development and evaluation of all college staff: instructional personnel, administrative staff, secretarial and maintenance personnel. Components of the plan for faculty include: evaluation by students, evaluation by supervisor, and evaluation of non-instructional activities (student advisement, committee work). In addition, each faculty member annually submits, after consultation, an Individual Professional Development Plan, specifying short- and long-range goals and means to attain them, and is thereafter evaluated on progress made toward goal completion. Administrative staff and counselors use a similar approach to professional development activity. Secretarial personnel have a Professional Standard Program which involves course work, workshops, work experience, and testing. Plant maintenance personnel have a system of professional development which includes course work, literature distribution and review, workshops, and evaluation checklists. Part-time faculty are individually oriented and attend teaching skill development workshops. The plan is intended to be flexible and responsive to changing college conditions. Forms used in the evaluation processes are attached.

McQuay, Paul L. Vocational and Staff Development in the Community College. Paper presented at the Pennsylvania Vocational Education Conference, Seven Springs, Penn., June 21-24, 1976. 20pp. (ED 148 449)*

A plan for staff development was evolved at Williamsport Area Community College (Pennsylvania), a primarily vocational-technical school. Program objectives were established and questionnaires constructed to survey needs of trustees, professional, and classified staff. A five-part recommendation resulted that included (1) the placement of responsibility for directing staff development; (2) upgrading skills and instructional techniques through volunteer workshops, industrial training subsidies, new teacher apprenticeships, trustee retreats, administrative seminars, credential upgrading, and salary credit for non-academic training programs; (3) orientation for new, returning, and part-time staff, with audio-visual orientation for mid-year hires; (4) research, renewal, and self-development activities including summer research and development grants, professional meeting reports to colleagues, informal discussion groups, use of campus recreational facilities, college-chartered travel, a professional library for current articles, and training of audio-tutorial materials facilitators within instructional divisions; and (5) exchange programs of faculty with other Pennsylvania colleges. Plans for classified staff involved orientation, written job descriptions, evaluations, and in-service workshops for updating job skills.

Mittler, Mary L., and Dolan, R. Edmund. Oakton Community College Staff Development Program. Morton Grove, Ill.: Oakton Community College, November 1975. 29pp. (ED 114 142)*

Since its inception in 1974, the Staff Development Program at Oakton Community College (Illinois) has been responsible for over 44 seminars, workshops, mini-courses, and guest speakers. Initially, modules (as given workshops are called) were generated by and for faculty alone. In fall 1975, however, the Staff Development Program became operational for Oakton administrators and classified staff as well. At present, a faculty member coordinates the program, with the aid of a dean and a classified staff member. After suggestions for offerings are solicited from college employees, interest surveys are taken. Then, qualified leaders are sought, and schedules arranged and publicized. In addition, a Staff Development Committee comprised of representatives from each segment of the college meets to review proposals and evaluate completed modules. Though participation is voluntary, interest in the modules has been extensive. Four appendices to this report document the growth of the program: (1) the original proposal for the program; (2) figures for each module showing the total number of hours expended, number of sessions, and enrollment; (3) an idea solicitation memo, and program and evaluation sheets for the All College Workshop; and (4) an evaluation of the program for 1974-75.

Peterson, Gary T. (Ed.) Staff Development: Mini Models for College Implementation. Proceedings of a conference, Squaw Valley, California, June 24-26, 1975. 366pp. (ED 112 958--Available in microfiche only.)* For hard copy, write to the De Anza College Bookstore, 21250 Stevens Creek Boulevard, Cupertino, Ca. 95014 ($10.00).

One hundred twenty-seven participants at a June 1975 symposium in Squaw Valley, California, made use of a prescribed problem-solving process in order to originate a number of parts of a total staff development effort for a simulated community college. The developmental stages in the process included brainstorming, needs assessment, resource specification, strategy development, evaluation, and redesign. The instructional strategy involved an interactive setting in which each of several small groups simulated a college committee confronting a sample staff development problem. Twenty-three problem situations are presented in this manual with selected tentative solutions developed by the symposium study groups. Five position papers written by workshop consultants are included, which served as the theoretical and informational background for the symposium. These papers cover: (1) the need for staff development; (2) incentives for participation in staff development programs; (3) instructional development as a major ingredient of staff development; (4) specifying objectives, developing strategies and evaluation; (5) instructional design as a team process. Working forms and guidelines are included, and bibliographies and reference materials are appended. The workshop design is conceived as a prototype for organizing similar workshops on two-year college campuses.

Ward, John G. Faculty Development at Oregon Institute of Technology. Paper presented at the Annual Conference of the American Society for Engineering Education, Knoxville, Tenn., June 14-17, 1976. 18pp. (ED 130 699)*

This paper describes Oregon Institute of Technology's Staff Career Support (SCS) program, which provides continuous assistance to teaching, administrative, and counseling faculty willing to share responsibility for their own development. This comprehensive program provides opportunities to improve ability to teach, to increase state-of-the-art technical knowledge, and to develop more effective administrative skills. Representative of specific professional staff development components of the SCS program are: workshops, mini-courses, and seminars in teaching, instructional innovation, and media usage; funded course development opportunities; self-study classroom video-taping services; media grants; extension teaching; use of State equipment and facilities; expert-in-residence programs; outside consulting opportunities with business and industry; travel opportunities; reduced tuition within the Oregon State System; and various types of leaves, with and without pay. The SCS program is annually reviewed by faculty and administrative personnel and, as necessary, appropriate modifications are suggested. Importantly, faculty professional development is separated from the evaluation process; that is, faculty are evaluated following, not during, development.

## PARTICULAR STAFF NEEDS

### Adjunct/Part-Time Faculty

Grymes, Robert J., Jr. Staff Development for Adjunct Faculty. Unpublished paper, Richmond, Va., 1977. 15pp. (ED 148 409)*

The orientation and in-service training of adjunct faculty members is one of the most neglected aspects of an institution's faculty development program. Few institutions provide any consideration at all and, of those which do, most conduct little more than brief orientation sessions at the beginning of an academic term. There can be little doubt that this lack of concern and effort constitutes an educationally unhealthy situation. An effective training and development program for adjunct instructors must include a number and variety of elements. Some will incorporate opportunities in which the entire adjunct faculty can participate, while others will necessitate small group or even individual sessions. There should be seminars and workshops which feature the expertise and talents of local and institutional representatives. The common thread which must prevail throughout the entire effort is that the adjunct faculty members must be afforded opportunities to grow professionally and become an active, integral part of the planning and

implementation of the institution's instructional program. A maximum of coordination and cooperation between adjunct and full-time faculty must be incorporated and channels of communication between all instructors, their respective supervisors, and the institution, must be open and effective.

Elwood, William F., Jr. The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty. Sanford, Fla.: Seminole Community College, October 1976. 29pp. (ED 129 395)*

This document presents the rationale for and the curriculum for a workshop for part-time faculty, particularly faculty in occupational areas who are skilled professionals in their occupational fields but have had no formal instruction in current teaching techniques. While this curriculum is tailored to the specific needs of Seminole Community College (Florida), it is felt to have a wider value for other community junior colleges in developing their own inservice workshops. The curriculum is designed for use in a 15-hour (total) workshop. Its elements are: (1) an introduction and orientation to the community college and the role of the instructor therein; (2) the teaching-learning interface which includes analysis of learning behavior, cognitive style, the community college student, and characteristics of the effective instructor; (3) teaching strategies for large and small groups, and individuals; (4) instructional aids and their use; (5) instructional evaluation, testing, and grading; and (6) planning for instruction, including lesson planning, task description, and lesson preparation. Performance objectives, instructional materials (audiovisual equipment and materials, handouts), and instructional suggestions are given for each workshop topic. An appendix lists the instructional materials for the entire curriculum by type.

Harris, David A., and Parsons, Michael H. Adjunct Faculty: A Working System of Development. Hagerstown, Md.: Hagerstown Junior College, December 1975. 12pp. (ED 115 318)*

Adjunct (part-time) faculty comprise 35 to 45 percent of the teachers in two-year colleges, yet receive virtually no systematic assistance in professional development. In 1972, Hagerstown Junior College (Maryland) initiated a program of staff development for adjunct faculty to remedy this deficiency. The program is designed to familiarize adjunct faculty with college procedures, to ensure instruction of equal quality with that provided by regular faculty, and to establish a process of communication between adjunct and regular faculty and staff. Based on a systems model, the program consists of four parts: recruitment, input, processes, and output. In the recruitment phase, media advertisement is used to secure qualified applicants. The input phase begins with providing the new instructor with the Adjunct Faculty Handbook, which outlines college policies and regulations. An Adjunct Faculty Workshop

attempts to initiate communication processes with division chairpersons and other college personnel. Extended availability of auxiliary services and their professional staffs as consultants to adjunct faculty during evening hours characterizes the process phase. Evaluation of the output is provided through objective/subjective student and supervisor evaluations of the adjunct faculty member.

Lombardi, John (Comp.) Staff Development Programs for Part-time Occupational-Vocational Instructors: An ERIC Brief. Prepared for the Advisory Committee of the UCLA Community College Leadership Program. Los Angeles: ERIC Clearinghouse for Junior Colleges, January 1976. 18pp. (ED 116 732)*

The lack of staff development, pre-service, orientation, and in-service training programs for part-time community college instructors is considered a serious problem. This brief contains two examples of staff development programs for part-time vocational instructors. The first document, Dr. Milo P. Johnson's "Staff Development for Part-Time Vocational Instructors" is intended "to assist local continuing education and vocational education administrators in providing an up-to-date 'competency based' teacher education program as part of local staff development for part-time instructors." The second document describes the Maricopa County Community College District "Special Staff Development Program." It lists 13 learning units including a course on the community college. The Maricopa program was open to full-time and part-time instructors, and had a two-fold purpose: to enable full- and part-time instructors to qualify for Arizona certification; and to give instructors an overview of the characteristics of the adult learner and some learning principles applied to adults. In addition to an introductory essay documenting the need for staff development programs for part-time community college instructors, this brief includes a bibliography of related ERIC materials.

## Administration

College of DuPage Administrative Internship Program. Glen Ellyn, Ill.: College of DuPage, May 1976. 17pp. (ED 129 347)*

This paper describes the objectives, policies, and procedures of the College of DuPage's Administrative Internship Program, whereby faculty members can gain broad administrative experience in key administrative areas of the college. The program seeks not only to broaden the experience of the individual intern, but to promote empathy among faculty and administration, and to develop a pool of administrative talent for the college. Admission to Phase I of the two-phase internship program is accomplished by means of application and approval by a Board of Control. Upon approval, the intern is assigned to a mentor, who, with the intern, develops the individual intern program. Periodic meetings are held to

discuss problems, progress, and experiences. Narrative reports are filed by parties to the internship at its end, and are filed in the intern's personnel file. Phase I internships are limited to four interns at a time, and may extend from two to four quarters at a minimum of one hour per day. Phase II operates similarly, but seeks to provide in-depth administrative experience and involves high priority administrative responsibilities. A specified amount of released time may be arranged for Phase II activities, and successful completion is recognized by the college as administrative experience for employment purposes. Program materials are attached.

Leadership Development Training Program for Administrators of New and Developing Junior Colleges. Final Report. Auburn, Ala.: Auburn University, August 1971. 66pp. (ED 057 783)*

Auburn University (Alabama) sponsored a project to bring together persons from several Southeastern states practicing, or aspiring to practice, a particular speciality in junior college education. An in-service and a resident group were served. Sixty persons were involved in the in-service portion that consisted largely of a 2-week conference. The 26 individuals in the resident portion also participated in the 2-week conference, but continued for a year of full-time study at the university structured like an actual or potential junior college career field. Precise objectives specified for the in-service phase were: (1) improve participant competency in his specialty, (2) increase specialist-role awareness in the junior college scheme, (3) create appreciation for the junior college's expanding role, (4) encourage people knowledgeable about junior colleges to return to them and provide leadership, and (5) prepare some to lead in the development and operation of educational programs for the disadvantaged. The specific objectives for the resident phase included the above and the development of (1) leaders to solve Southeastern junior college problems, and (2) a procedure to maximize junior college leadership. Project organization, planning, and implementation to achieve these objectives are discussed, as well as the evaluation of the outcomes. Descriptive tables and charts of participant characteristics and instruments used in the evaluation are included.

Wiedman, Phyllis. An Assessment of the Management Development Needs of De Anza College Administrators. Cupertino, Ca.: De Anza College, December 1976. 95pp. (ED 135 432)*

Nineteen administrators at De Anza College (California), including members of the President's cabinet and division chairmen, were interviewed and surveyed in order to ascertain their professional development needs in the areas of management/administration functions, leadership, human resources management, and interpersonal relationships. Findings revealed that: (1) administrators would like an organized, on-going

program of professional development that would include a variety of topics and training formats allowing for individual differences in experiences, skills, and interests; (2) administrators expressed uncertainty about what their management development needs really were since some were unclear about their role responsibilities while others indicated there was no system for evaluating their management performance; (3) administrators indicated a strong interest in developing their management skills through small group sessions, workshops, and opportunities such as internships that could be undertaken individually; and (4) the highest interest was in leadership and management/administration while the lowest interest was in human resources development. Several specific recommendations were made for the development of a systematic, flexible development program. Tabular data are included throughout the report. A bibliography is attached and the survey instrument is appended.

Non-Teaching Professional Personnel

Federico, Joseph J. A Staff Development Model for Student Personnel Services. Schnecksville, Penn.: Lehigh County Community College, [1974]. 17pp. (ED 097 944)*

The need for staff development as a means of facilitating professional and personal growth is explored. A model for staff development which is relevant and effective for student personnel services is presented. The characteristics and processes of a viable growth model are identified and discussed.

Research Training Workshops for Vocational Educators. Final Report. Sacramento: California Community Colleges, Office of the Chancellor, June 1973. 52pp. (ED 086 296)*

A series of workshops was offered for vocational education administrators and researchers to train them in institutional research methods in a systems planning context. The basic purpose of the project was to provide an opportunity for vocational educators to become familiar with (1) research methodology; (2) to train vocational educators to utilize research services which now exist on their own campuses; and (3) to develop institutional research skills in personnel on campuses where such competency does not exist. The hypothesis of the workshop was: experiencing first hand and applying the research concepts to planning and evaluation problems will increase the likelihood of vocational educators using such services on his own campus.

Sheldon, M. Stephen, and Cohen, Arthur M. Improving Instruction in California Community Colleges through Applied Research. Final Report. Los Angeles: University of California, June 1973. 29pp. (ED 110 143)*

Institutional research in the community college suffers

from lack of fiscal support and trained personnel. The project described here was conceived to enhance the capabilities of 12 people assigned research responsibilities in California community colleges who lacked sufficient training in research design and methodology. The overall plan was to help each participant plan, conduct, and report a single piece of institutional research. Training methods included seven workshops held over a year's time, work with self-instructional materials, and individual contact between participants and trainers throughout the year. The project resulted in seven completed institutional research studies reported at the Junior College Association Research and Development Conference in 1972. Further, eight of the participants were assigned to full- or part-time research responsibility on their home campuses. Abstracts of the completed studies and an example of a full study report are appended.

## STRATEGIES FOR PROMOTING STAFF DEVELOPMENT

Case, Chester, and McCallum, Neil. Peer Teaching at Ohlone. Fremont, Ca.: Ohlone College, 1971. 12pp. (ED 052 785)*

A 4-week Sequenced Peer Teaching program for experienced faculty members of Ohlone College (California) was designed to bring faculty together for the development and/or improvement of teaching. The program included the teaching of a sequence of assignments by individual participants to a class of peers. The teaching was videotaped and replayed for group critique; assignments varied in complexity; emphasis was on teaching in a setting less complex than a classroom; interaction stressed candor; participants included faculty (mixed by sex and subject matter), administrators, and an outside facilitator. A basic premise was that the presenter should have maximum freedom within an assignment. Group discussions dealt with relationships with students, communication, instructional strategies, content, and the self-concept of the instructor. The different phases of the project and participants' reactions to them are explained. The project was judged successful by the participants, who become more aware of their own teaching and more self-critical of classroom work, and who developed feelings of rapport across departmental lines. Vigorous faculty leadership is needed to launch and maintain similar projects.

Farmer, James A., Jr., and Others. Instruction Manual on the Chartering Process. Costa Mesa, Ca.: Coast Community College District, 1973. 46pp. (ED 086 290)*

The teaching manual for the chartering process devised as a management and communications tool in educational administration is presented. Following an introductory statement to the instructor and an introduction to the workshop, the manual is divided into the phases

of the chartering process: (1) scanning and selecting critical issues; (2) mapping the essential parts of a critical issue; (3) communicating and validating maps of critical issues with significant others; (4) review and reporting of experiences in the communication and validation of maps of issues; and (5) reporting evidences of performance, value and worth to significant others. (For related document, see ED 086 289*, 180pp.).

Garlock, Jerry C. Flexible Calendar and Staff Development. Torrance, Ca.: El Camino College, November 1977. 41pp. (ED 145 898)*

Three questionnaires were used at El Camino College to assess a flexible calendar that allowed ten days between semesters for staff development activities. A locally developed questionnaire on staff development drew responses from 245 instructors (68.6%), a state questionnaire on the flexible calendar was answered by 57% of full-time and 17% of part-time faculty, and an administrator's version received 21 responses. From 30 staff development events, a book fair and two faculty symposiums drew the highest participation. Events with highest interest and personal value included a physical fitness seminar, a coronary pulmonary resuscitation seminar, a learning skills for social sciences workshop, and a readers' theatre. The flexible calendar faculty survey responses indicated that 70% did not drastically revise course content during the shortened 16-week semester provided by the new calendar, and 66% did not feel student achievement was reduced. The elimination of post-Christmas semester continuation was seen as a positive feature by 85%, and 65% did not wish to return to a traditional semester. Individual comments and response distributions by program areas to the questionnaires are appended.

According to a recent report by Marc Glucksman, the El Camino College Calendar Committee voted to return to the traditional calendar (Flexible Calendar and Staff Development 1977-1978, ED number to be assigned, 36pp.).

McMullen, Harold G. The Instructional Clinic and Staff Development: When Faculty Come from Behind the Classroom Door. Paper presented at the 57th Annual Convention of the American Association of Community and Junior Colleges, Denver, Colorado, April 19, 1977. 14pp. (ED 144 630)*

For four years Lord Fairfax Community College has conducted voluntary, bi-weekly "Instructional Development Clinic" sessions to provide assistance to individual faculty members asking for help on improving specific course practices. Sessions usually focus on diagnostic, prescriptive, and/or prognostic instructional considerations, drawing on the competencies and resources available within the institution. The clinic also serves as a sounding board for faculty concerns, gives supportive assistance to faculty research teams, and fosters a sharing relationship among faculty. Leadership is managed by faculty on a

rotating basis. Participation depends on faculty interests, needs, convenience, and collegial relationships. Support services and/or participation by administrators and ancillary staff are at the request of the faculty. Additional instructional support is provided through a collection of media resources on community college students, curriculum, and instruction. A typical meeting notice is appended.

The instructional clinic approach used at Hagerstown Junior College (Maryland) is reported in document ED 129 354*, 11pp.

Opportunity/Incentive Grant. Ft. Morgan, Colo.: Morgan Community College, [1976]. 9pp. (ED 130 711)*

Having found an objective merit system to be very unwieldy and a subjective merit system threatening to individuals, the faculty and administration at Morgan Community College, through joint effort, developed an Opportunity/Incentive Grant (OIG) program. While this policy is very much like other innovative grant systems, it also includes elements of professional and community development. The purpose of the OIG is to enhance the effectiveness of the college in meeting student and community needs; it is intended to create and support incentives for development and completion of progressive development activities among all full-time teaching faculty. The bulk of this document is an explication of specific procedures associated with the OIG program. Eligibility criteria are stated; selection committee structure, function, and processes are defined; the grant application and selection process is described; a description of the OIG funding base is presented; and a sample application form is attached. Areas of OIG activity include, but are not limted to: program development, instructional material development, professional development, and community development.

The Los Angeles Community College District also has an Instructional Development Grant Program reported in document ED 085 048*, 13pp.

Preus, Paul K., and Williams, Douglas F. Statewide Community College Faculty Development: A Personalized Approach. Unpublished paper, November 1975. 89pp. (ED 118 168)*

The Program for Development of Community College Faculty was designed to provide statewide coordination and resources for individualized faculty development programs at 18 of Alabama's two-year colleges. It featured a year-long (1971-72) on-campus program of faculty development planned and implemented by certain faculty members from each community college who were designated as "catalytic agents" and who participated in an intensive training session during summer 1971. The program also included a time-sequenced series of evaluations which continued three years after other program activities had ended. This report describes the program in detail, outlines its budget, and presents summaries of the evaluation results. It was found that program participants became

slightly more open-minded and formed more positive attitudes toward basic community college concepts during their year of inservice training, and that it was the "catalytic agents" who benefited most from the program. It is recommended that any replication of this project include: (1) more lead time in selecting "catalytic agents" and in staff planning, (2) either more funding or a more limited scope, (3) the recruitment of at least two "catalytic agents" for each participating college, and (4) the requirement that each 'catalytic agent" form program strategies before leaving the summer session. Appended are a list of participating colleges and the evaluation instruments.

## THE RURAL/SMALL COLLEGE

Clements, Clyde C., Jr. How Staff Development Works in the Small Community College. Lake City, Fla.: Lake City Community College, 1973. 15pp. (ED 093 398)*

The staff-development process in a small community college that has no full-time Educational Development Officer is described. The process is discussed in relation to faculty improvement meetings, professional improvement meetings, staff and program development fund, federally funded projects, vocational/technical grants, departmental and individual faculty/staff projects, and grant applications for 1974-75. The schoolwide objectives for the faculty/staff/program improvement are provided. The methods of meeting the objectives are discussed in relation to faculty mini-workshops. The improvement program is described in the three areas of: methods of improving instruction, critical issues, and the use of nationally known consultants. The Florida system of staff and program development funds and coordination of the state-wide program are sketched. Twelve faculty development meetings held during 1973-74 are listed.

Richardson, William R. Staff Development for the Rural Community College. Speech delivered at the 16th Annual Workshop of the Southeastern Community College Leadership Program, Tallahassee, Fla., March 12-14, 1975. 9pp. (Available only as part of ED 110 134, 130pp.)*

Because rural colleges are small, isolated, relatively tax poor, and are staffed primarily by public school trained and experienced personnel, their staffs usually possess values, attitudes, and beliefs that are directly contrary to the philosophy of the community college. This address calls for the beginning of effective staff development planning at each rural college in order to develop within the staff those qualities of competence, creativity, and leadership that are more commonly found in larger, more affluent, urban institutions. Quality of service in the community college depends primarily on the

quality of the staff; staff development must be part of an evolving plan of institutional development, based on carefully defined service program goals. Staff development planning should occur in four stages: (1) establishing a receptive climate when the commitment to staff development is made and objectives are defined; (2) organizing and training a staff development planning committee with membership drawn from every sector of personnel; (3) plan development and implementation; and (4) plan maintenance and evaluation. Each of these phases is discussed in detail.

## REGIONAL, STATE, AND NATIONAL COOPERATIVE AND CONSORTIUM ARRANGEMENTS

Claxton, Charles S. Community College Staff Development: Basic Issues in Planning. Atlanta, Ga.: Southern Regional Education Board, 1976. 73pp. (ED 126 971)*

In the fall of 1975, the Southern Regional Education Board (SREB) sponsored a workshop on planning for staff development, attended by four-person teams from each of 12 two-year colleges in the South. The task of each team was to develop a plan of staff development for its institution, and, on return to the home campus, to refine the plan and begin implementation or expansion of a staff development program. Three months after the workshop, each of the 12 colleges was visited by an SREB staff person to assist the teams with their work and to identify problem areas in staff development program implementation. This discussion of issues in planning staff development programs is drawn from the experiences and concerns of the teams during the workshop, from the visits to the 12 participating colleges and to other institutions with existing programs, and from extensive conversations with persons working in staff development. The issues reviewed include administrative organization, determination of needs, appropriate program content, program promotion, funding, and steps in planning. A discussion of the workshop design is also included.

Faculty and Staff Development Manual for South Carolina Technical Education System. Columbia: South Carolina State Board for Technical and Comprehensive Education, July 1975. 60pp. (ED 138 311)*

In recognition of the need for a coordinated faculty and staff development program within the South Carolina Technical Education System, a task force was appointed to recommend a program covering the various areas of in-service faculty and staff development. The State Board for Technical and Comprehensive Education adopted a policy of encouragement and financial support. This manual contains theoretical guidelines and practical procedures for a continuing development program intended to meet the identified needs of individuals and/or institutions. The ultimate end of the program is improvement of the quality of

educational services provided to students enrolled in the various institutions comprising the system. Included in this manual are policies defining faculty and staff development, its purposes and participants; guidelines and procedures for institutions in the areas of program design, program activities, evaluation, planning and budgeting, and administrative and operational guidelines; guidelines and procedures for the system central office; and definition of and guidelines for operation of the educational leave plan. Appendices contain program proposal and reporting documents, a glossary of faculty and staff development terms, and a checklist for assessing institutional professional development needs or for conducting individual self-evaluations.

Faculty Development in the Junior College. A Second Interim Report on the Program with Developing Institutions, 1969-70. Washington, D.C.: American Association of Junior Colleges, Program with Developing Institutions, August 1970. 87pp. (ED 052 773)*

The second year (1969-70) of the Program with Developing Institutions (PWDI) emphasized working with faculty members rather than with administrators (as in the first year) in the areas of faculty development and instructional improvement. Fifty-three junior colleges participated in this program, financed under Title III of the Higher Education Act of 1965 and sponsored by AAJC and USOE. The project was composed of: (1) Vincennes National Conference, which reviewed and set the tone for the whole project; (2) regional workshops and activities; (3) consultants sent to participating colleges to help assess their strengths, weaknesses, and potential; (4) specialized workshops as a response to needs for group consultation in federal affairs, computer use, and human affairs; and (5) "Salt" seminars, which focused on the systems approach to learning. The keynote of the program was decentralization, with some of the functions formerly performed by the central office placed in the hands of regional coordinators and the funded colleges. An important feature of this second-year project was the provision for colleges to encourage faculty personnel to make inter-campus visits and attend professional meetings on program funds. The results of evaluations of the second year of this continuing project by the participating colleges are included. The reader might want to consult the First Interim Report of PWDI (ED 032 070).

Rosen, Marvin J., and Cohen, Arthur M. An Evaluative Study of the University of California, Irvine/Golden West College Cooperative Science Improvement Project. Los Angeles: Evaluation and Research Associates, June 1972. 86pp. (ED 092 325)*

This document contains a report of the University of California, Irvine, and Golden West College Cooperative Science Improvement Project (UCI/GWC Project) which was designed to address two major problems: (1) the difficulty faced by community college biology teachers in keeping pace with developments in their field and (2) the problem of conveying

the content and excitement of biology in cases where traditional methods are inadequate. Two consecutive summer workshops, funded by the National Science Foundation, served to bring together subject matter specialists, instructional methods specialists, and community college biology teachers. Twenty-eight biology teachers representing 23 California community colleges were trained in recent advances in biology and in techniques for designing individualized, multi-media instruction for large numbers of students. Evaluation of the processes and impacts of the project was undertaken during the second summer workshop. The findings from this evaluation effort constitute the major portion of this report.

Staff Development: A Profile of Local Institutional Effort. Raleigh: North Carolina State Department of Community Colleges, December 1975. 38pp. (ED 139 465)*

This document contains a description of the rationale for staff development programs in North Carolina community colleges and technical institutes, existing means for program delivery, the role of the Department's Office of Staff Development, and the results of a state-wide study conducted to assess the status of local institutional efforts. Results of the study showed there was a high level of administrative support for staff development, but an inadequate level of activities and a need for assistance in program planning. Other needs identified were in the areas of coordination, part-time personnel programs, specific skills training for both instructors and administrators, and resource availability. Scheduling and a lack of adequate resources were found to be the primary barriers to implementation of effective programs. Based on the findings of the study, the Office of Staff Development defined its immediate major goal to be that of increasing local efforts for staff development through promotion, encouragement, and assistance. Such support would take the form of aid in planning, consultation and advisement, conducting workshops, location and dissemination of new materials pertinent to staff development, and identification and securing of outside resources. Tabular study data are included throughout the report.

A comprehensive staff development planning model for North Carolina community colleges and technical institutes is described in document ED 139 466*, 28pp.

Weddington, Doris. Partnership for Faculty Development: The University and the Community College. Unpublished paper, 1974. 38pp. (ED 146 988)*

Although deeply concerned, community college faculty often have not been prepared through preservice education or previous teaching experiences to teach adult students with the variety of needs and orientations now characteristic of the community college population. This paper proposes a total staff development program involving a

partnership between the university and the community college which would require interinstitutional coordination, coordination with community social agencies and business and industry, and coordination with the administration and disciplines of the university. To achieve institutional coordination the following steps are required: (1) a frank discussion of needs by representatives of both institutions; (2) a listing and selection of cooperative activities; (3) written detailed commitments and responsibilities; (4) the establishment and continuation of a community advisory council; (5) a controlled increase of cooperative activities based on community college needs; and (6) the establishment of only one interinstitutional program at a time, with other community colleges added by the university only as prior programs are firmly operational. Universities should include both teacher training and assistance with community college inservice workshops and seminars.

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